Needs and Expectations as Sources of Motivation

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Abstract

This paper is the result of the classroom-centred research carried out in the course "English for Doctors" at Siriraj Hospital, Mahidol University (October 1987 - February 1988). It reflects insights into processes of teaching and learning with an emphasis on learners' needs and expectations as sources of motivation in effective and efficient language learning.

Introduction

Most ESP courses start with the needs analysis of learners by paying attention to the learners' linguistic needs in the target situations. This is very useful to begin with but this needs analysis must be developed further in terms of on-going, non-static processes of which the conclusions need to be re-assessed because needs are a matter of perception, and therefore there is no guarantee that they can be analyzed accurately straight away. In other words, materials, methodology and classroom management designed in the light of the needs analysis at the primary step are subject to modification and adjustment in order to accommodate the emerging picture of the learners' perceptions, expectations, cognitive learning styles and different traits of personality. In addition, the primary needs themselves may also change during the development of the course.

Background Information of the Learners

The 116 subjects in this study were doctors who took the "English for Doctors" course during the 1987-1988 Academic Year. They graduated from 10 different medical colleges, both in Thailand and abroad. They were working in 13 different departments of their Residency Training Programmes (See Appendices A and B). The course was compulsory but attendance was voluntary and they could choose either a Monday or Saturday class, both lasting 18 weeks.

Linguistic Needs Identification

It has been assumed in the teaching of ESP that if the language needs can be observed, recorded, analyzed and specified accurately, then the objectives of the programme can be selected and precisely defined with confidence and certainty (Coste et al., 1976; Halliday et al., 1964). Most ESP programme designers base their curriculum on a goal-oriented definition of needs of the learner or 'participant' as used by Munby (1978) and this, therefore, relates to terminal behaviour, the ends of learning (Widdowson, 1981). However, Bowers (1980: 66) states that we cannot simply regard the goal-oriented product as a specification of the process of learning and place it wholesale into a classroom context. Thus, in this

study, the process-oriented approach to needs analysis was adopted. The learners learnt and reacted to the syllabus, methodology, materials and classroom management.

Needs Survey Questionnaire and the Results

A three-section needs survey questionnaire was administered at the start of the course (see Appendix C). The first section was intended to elicit personal information about the respondents. The second section asked the respondents to rate the usefulness, importance and level of use of English on a 4-point scale. Section three focused on the needs for each skill and activity. The most significant details are:

1. Of the respondents, 48.3% thought that English was moderately useful in their daily lives, 28.4% had the opinion that English was extremely useful whereas 21.6% believed that it was only slightly useful.

2. The largest group (25.9%) ranked reading as the most important skill. 15% ranked listening as the most important skill and only 1.7%

ranked writing first. Speaking was ranked below listening but higher than writing.

3. The most important *current* English language needs of the respondents were reading and translating (see Table 1).

Reading: The respondents needed "reading professional journals" (3.83) as the first priority. Equal second were "reading medical texts" and "reading medical reports" (3.81). Then came "reading other related materials" (3.60).

Translation: "Translating medical texts" had a mean of 3.60 and the only other activity to score a mean above 3.50 was "translating professional journals" (3.57.)

These responses reflected needs of the learners who were still in the training programme which required reading skills for taking exams and translation skills for translating (English into Thai) 12 journal articles in their particular fields set by the medical supervisors in each department.

TABLE 1

The Respondents' Current Needs

N = 116

Activities	Mean	SD	Rank
1. Listening			
- To lectures	3.45	.83	2
- In seminars	3.50	.78	1
- In tutorials	2.92	1.06	4
- Occasional talks	3.06	.98	3
2. Speaking			
- Giving general reports	3.20	.90	2
- Discussing	3.13	.92	5
- Answering questions	3.14	.88	4
- Asking questions	3.19	.88	3
- Presenting medical reports	3.21	.93	1

TABLE 1 (cont.)

Activities	Mean	SD	Rank
3. Reading			
- Medical texts	3.81	.50	2
- Professional journals	3.83	.47	1
- Medical reports	3.81	.48	2
- Other related materials	3.60	.72	4
4. Writing			
- Taking lecture notes	3.07	.94	4
- Writing medical reports	3.37	.80	1
- Writing term papers	3.26	.85	3
- Answering exams	3.28	.88	2
5. Translating			
- Sections of medical texts	3.60	.62	1
- Professional journals	3.57	.66	2
- Lecture notes	3.31	.84	4
- Medical reports	3.41	.74	3
- Letters	3.01	1.00	5

Note   1.00-1.50 not at all;   1.51-2.50 a little;   2.51-3.50 average;   3.51-4.00 most.

4. As regards *future* English language needs (see Table 2) the skill that was needed the most was "reading medical reports" (3.70). The second highest mean was "understanding oral instructions" (3.64). The third was "listening to reports" (3.59), followed by "translating written materials" (3.48). "Talking with foreign patients" was rated the lowest (2.94).

TABLE 2
The Respondents' Future Needs
N = 116

Activities	Mean	SD	Rank
1. Listening to reports	3.59	.70	3
2. Understanding oral instructions	3.64	.73	2
3. Speaking at meetings	3.46	.84	6
4. Talking with foreign patients	2.94	1.01	13
5. Talking with foreign staff	3.03	1.00	10
6. Reading medical reports	3.70	.63	1
7. Reading minutes of meetings	3.31	.88	7
8. Reading memos/letters	3.03	.97	10
9. Reading newspapers/magazines	3.26	.92	8
10. Writing medical reports	3.47	.78	5
11. Writing minutes	3.10	.96	9
12. Writing letters/memos	2.97	1.03	12
13. Translating written materials	3.48	.73	4

Note   1.00-1.50 not at all;   1.51-2.50 a little;   2.51-3.50 average;   3.51-4.00 most

In conclusion, the respondents stated that the skill needed the most both *now* and in the *future* was reading (i.e. reading medical journals or reports). The last priority was placed on speaking (i.e. asking questions and talking with foreign patients).

Needs, however, are subject to change and can be re-assessed from time to time. As the course developed, it became apparent that, firstly, what the learners really needed and wanted to study the most was not reading but speaking (although this skill was rated with the lowest mean score of needs from the beginning when the needs survey was conducted). Secondly, the learners had some expectations to gain skills for doing exams in English. Thirdly, there were needs or expectations which also played a prominent role, namely needs to be successful, and to develop confidence and maintain self-esteem while learning English. These needs would be fulfilled when the learners could appear to be efficient communi-cators. This aspect of study will be discussed in detail later in the paper.

The Syllabus Design and Materials Preparation

Based on the information analysed from the needs survey the syllabus was designed to accommodate the learners' needs in the target situations. However, reliance was also placed on intuition and experience gained teaching this course over four years. It was also necessary to take questions concerning learning needs into account for example "Why are the learners taking the course?", "How do they learn?", "What resources are available?", and "Where and when will the course take place?" and so on (Hutchinson & Waters, 1987: 92). The starting point was a general syllabus outlining the topic areas, contents and the potential communicative tasks in the target situations. Some examples of the materials generated were:

Topics	Contents	Tasks
Stress	How to cope with stress and live a long life	Designing an appropriate social readjustment rating scale (to be presented at an international conference)
Birth Revolution	Controversial issues on test-tube babies and surrogate mothers	Expressing opinions (pro/con) in a local English newspaper; making judgement on case studies
Cornucopia Kids	Spoiled immature adults	Planning a workshop to educate and caution parents at an international school on this problem; preparing a report
Aids	Anti-aids awareness campaign in various countries in different parts of the world	Planning anti-aids awareness campaign for the Thai context; designing a poster and slogan/notices to be distributed to foreign visitors
Medical Malpractice	Medical malpractice in the US vs Thailand and its consequences	At the Doctors' Council: having a role play (a doctor involved in euthanasia in order to save his beloved one (e.g. his wife or his retarded child))
A Doctor's Life	A Doctor's routine, ambition and struggle: failure vs success	Making judgement on case studies (e.g. a doctor who has become a drug addict or a schizophrenic)

The subject matter chosen was user-friendly and not highly specialized for four reasons. First, the learners had different fields of specialism; it was therefore difficult to find specialism-oriented topics which would be interesting and relevant to all the learners in every field at the same time. Secondly, the learners found highly-specialized topics studied in an English class repetitive and boring. Thirdly, the teacher would not be able to cope with highly-specialized topics. Fourthly, the topics and tasks chosen, if interesting, and relevant, could lend themselves to other challenging and purposeful activities that motivate learners to use language for communication. As regards lexis, the vocabulary presented in those texts was general or subtechnical which could be learnt easily by a well educated person interested in health care and medical progress. Materials were excerpts adapted from sources such as up-to-date magazines, journals, and newspapers. The skills required were integrated ones. The activities included individual, pair and group work with an emphasis on variety (for more detail see Rongsaard, 1985).

Teaching and Learning Processes

The keeping of a diary by the teacher was used as a basis for eliciting self-awareness of the teaching process with the aim of future course improvement. Data were recorded after every class, focusing the teacher's feelings on the teaching, the learners' reactions, the classroom atmosphere and the problems that occurred during the class. After week three, only salient and recurring points were taken into consideration.

Problems

(a) *Group dynamic* This includes group atmosphere and individual relationships within the group.

It was found that the Monday class was somewhat introverted, self-conscious, passive and quiet. They were not cooperative and felt reluctant to join pair or group-work activities. They preferred to work individually or listen to lectures instead. In contrast, the Saturday class appeared to be more relaxed, cheerful, motivated and coopera-

tive. They looked extroverted, assertive, and eager to do pair or group-work activities. Occasionally, there was laughter in class which made the class completely relaxed.

(b) *General administrative constraints* These include time constraints, problems of space and facilities of the classroom.

Since the Monday class started at 4 p.m. only some of the doctors who worked in Departments such as Radiology, Psychiatry, Pathology, Forensic Medicine, Ophthalmology, and Oto-Rhino-Laryngology could attend the class. These learners were the minority groups (see Appendix B). They seemed to be self-conscious when studying because they did not know one another well and were very tired, having worked all day. Also, the facilities such as a tape recorder, microphone and air conditioning were poor. Therefore, the atmosphere in the class was not conducive to learning.

In contrast, the Saturday class started at 10 a.m. so the learners felt fresh and active. They were from Departments such as Paediatrics, Surgery, Internal Medicine, and Obstetrics and Gynaecology which accounted for a large percentage of the learners, so they knew a large number of the people in the class. They looked cheerful, highly motivated and enjoyed studying. The facilities were in better condition than those for the Monday class, and the room was comfortably cool. The good learning environment was very helpful in language learning.

(c) *Personal variables* These include the teacher's anxiety, stress, frustrations and problems.

Through diary-keeping, the teacher's character could also be taken into consideration. When the learners did not show enthusiasm and cooperation, the teacher felt discouraged and became more impersonal and distant to the learners. There was stress in the air absorbed by both the learners and the teacher. As regards materials preparation, there was some anxiety and frustration because the teacher had to compile the materials to be used on time. An advantage was that the teacher felt familiar with each lesson before it was tried out for

the first time. However, the first time was always on the Monday; therefore, any problems in the lesson arose during the Monday class, exacerbating the poor atmosphere. Some problems that occurred could then be avoided when the lesson was repeated in the Saturday class. Thus, it was likely that the Saturday class would be more successful than the Monday one.

Solutions

The above analysis was taken into consideration regarding what improvements were feasible, given the unpleasant conditions for the Monday class. The actions taken to help improve the learning situation in the Monday class could be classified as belonging to three aspects of needs and expectations: affective, linguistic and cognitive.

(a) Affective aspect

In general the Monday class learners tended to be rather introverted and solitary. They were also passive, self-conscious, insecure and non-cooperative. First, the teacher had to accept their different personality traits and learning styles and try to use the eclectic approach in the classroom to suit their different kinds of needs and learning styles, while at the same time being more approachable, supportive, friendly and non-judgemental. Thus more time was spent on making friends with them and from these informal discussions it was found that the learners had some kind of anxiety. They thought that they were inadequate in using English whereas they were specialists in their fields. In other words, they felt that their status became lower when they were in an English classroom, and would lose face if their linguistic performance was poor when working with peers. Thus, they preferred to work individually or listen to the teacher talk. Non-demanding pair-work and group work activities were tried to create the atmosphere of friendship and mutual trust. The activities were designed in this way because it was assumed that the class had expectations for success and needed to maintain their self-esteem and foster confidence. When they achieved in all of these, their motivation was enhanced

which, in turn, facilitated their learning. In addition, the learners' awareness of the importance of cooperative social relationships was also raised.

(b) Linguistic aspect

Apart from the needs expressed in the needs survey, the learners also verbally expressed a desire to improve on their grammar and speaking skill. They also wanted to be prepared for general proficiency tests like TOEFL or the Cambridge test (UCLES). Therefore, speaking was given more weight in the classroom. Reading was minimized on the basis that learners were competent readers and could develop this skill outside the classroom. As for formal grammar, a set of translation materials (Thai to English) consisting of nine units was devised. The materials were meant to be individualized instructions with a translated version provided weekly for comparison with the learner version. Grammar lessons were then set up to explain the language points that might pose problems to the learners e.g. tenses, participles, parallelism, nominalization, etc. As for listening, tests were selected from TOEFL and other commercial sources for practice in class, and additional materials were given to the interested learners.

Overall, the teacher did try to be adaptive and sensitive to the learners' linguistic wants and expectations, to help them develop a better motivation in learning English.

(c) Cognitive aspect

Cognitive theory points out that learners will learn when they actively think about what they are learning. They use their minds and senses in consistent ways and acquire preferred patterns of perceiving, remembering, thinking and problem-solving (Hutchinson & Water, 1987). Three methods of learning were used to encourage the learners to actively think: 1) teacher-led instruction; 2) collaborative learning, and 3) self-directed learning. Usually the majority of the learners wanted the teacher to lead the class because they were accustomed to this practice, but the teacher helped them to gradually develop their own role, position and attitude. This makes them

realize that to be successful language learners they should incorporate some elements of self-directed learning which were concerned with skill acquisition through one's own responsibility with collaborative learning which centred on activities related to the explorations of ideas and opinions and to the finding of solutions to problems (Smith, 1983: 90). Moreover in group-work, it was expected that morale and motivation could be enhanced.

As the course progressed the Monday class learners tended to become equally comfortable when receiving formalized instruction led by the teacher or when carrying out personal or collaborative tasks.

Considerations on testing

During group-work and pair-work activities, the learners were encouraged and trained to monitor and evaluate their own and their peers' progress. With reference to practice tests given upon the learners' request (e.g. TOEFL), the results were treated as the starting point for negotiation and interaction between the teacher and the learners on future course content. In this way the tests were used as means to help the learners develop a positive attitude towards tests. This, in turn, made the learners realize that tests were not necessarily to be viewed as determiners of grades.

As for the final achievement test which had to be administered at the end of the course, the test specification (i.e. content, skill area, mode, format and weighting) was the result of the learners' suggestions and negotiations (see table 3).

Table 3

English Achievement Test Specification (1987-1988)

Paper II* (80 points)

Part	Content	Modes	Format	Weight/Points
I	Completing a conversation between a doctor and a woman patient	R+W	gap-filling	10
II	Writing a letter of a consultant physician	R+W	gap-filling	10
III A	Understanding a journal article	R+W	modified cloze	10
III B	Writing a summary	W	writing	10
IV	Writing a paragraph giving an opinion on a case study	R+W	free writing	5
V	Reading comprehension	R	M-C	10
VI	Reading comprehension	R	1. M-C	10
		W	2. short answers	5
VII	Outlining	R+W	writing	10

* Paper I = listening

The way the learners selected and prioritised important points to be covered in the exam actually helped deepen their understanding and awareness of the linguistic process (Hutchinson & Waters, 1987). As far as the washback effects of tests are concerned, the final achievement test was devised to measure what the learners could do instead of testing what they could not do. It was expected that this success might foster motivation and this increased motivation would, in turn, bring about further success.

Evaluation

At the end of the course, a questionnaire was given to all students to formally evaluate the teacher's performance and the course content. This questionnaire was tested for its reliability by means of Cronbach Coefficient Alpha. The level of reliability was .94 (See Appendix D).

Results

Regarding the teacher's performance, the students were most satisfied with the "preparation for class" (4.29). Next was "punctuality" (4.25), followed by "the teacher's giving consultation to the learners with friendly and understanding attitude" (4.00). What the learners found least satisfactory were "the teacher's correction of the learners' errors" (3.28) and "the provision of regular feedback" (3.39). The learners' reactions indicated they wanted to increase accuracy when emphasis had been placed more on fluency. Another point is that Thai learners are accustomed to the way of having errors corrected by the teacher and that the teacher alone has the authority in criticizing learners' performance. Therefore, it took a long time to help the learners increase their awareness of learner autonomy which also entails self-monitoring, self-evaluation and self-correction.

As for content, students' evaluation is as follows:

Listening: Most respondents agreed that listening lessons were challenging and interesting. The level of difficulty was just right. What they found to be least satisfactory was that the number of listening exercises was too few.

Speaking: Most respondents were satisfied with the level of difficulty of the lessons and thought that they had obtained new knowledge. What they found least satisfactory was the number of exercises. They needed more.

Reading: Most respondents thought that the lessons were interesting and gave the learners new vocabulary and reading strategies. What received the lowest rating was "the lessons were educational". The learners thought that the lessons did

not give new knowledge to the learners.

Writing: Most respondents agreed that the lessons were suited to the students' level, were educational, and were practical for use in everyday life. What the respondents found least satisfactory was that the lessons were not adequate in improving the learners' paragraph writing skill. They needed more practice.

From the analysis of the responses, it reflected that the learners were satisfied with the content of listening, speaking and writing and demanded more practice. As for reading, the learners agreed that the lessons did not give new knowledge but gave them new vocabulary and an opportunity to practise reading strategies, which was the intention.

Some respondents also suggested that the content covered in class should not be subject-specific or medicine-based but should be general with a touch of economics, politics and current events. This comment supported the idea that ESP materials do not necessarily have to deal with highly subject-specific contents.

Final comments

As far as the aim of the course was concerned, initiative and effort were put to meet the learners' two main needs as language *users* and language *learners*. The results of the ongoing course evaluation were used in accordance with this aim to improve the learning process.

Following the improvement, the Monday class showed positive reactions to the teacher's performance and the course content. They enjoyed learning more and their awareness of how to be good language learners had been raised. Also, the classroom atmosphere was much improved; it was more relaxed, pleasant and filled with warm social supportive relationships among learners.

The insights gained through this kind of experience are that a successful class is like a beautifully created work of art. It requires time, effort, devotion, cooperation and support on the part of both the teacher and learners. Both parties

have to pursue their goal together along a road which is sometimes rough and full of obstacles of logistical and administrative constraints. However all efforts and devotion can yield very fruitful results of which teachers can be proud.

APPENDIX A

Medical schools where the subjects of the study graduated with M.D.

1. Faculties of Medicine in Bangkok
    1.1 Siriraj Hospital, Mahidol University
    1.2 Chulalongkorn University
    1.3 Ramathibodi Hospital, Mahidol University
    1.4 Phra Mongkutklao College of Medicine

2. Konkaen University

3. Prince of Songkla University

4. Chiangmai University

5. Abroad e.g. India - University of Varanasi
    The Philippines - University of the East
    Taiwan - Faoseung Medical College of Taiwan

APPENDIX B

Departments and no. of Med. Residents (N = 116)

No.		Department	No. of med. residents
1.		Paediatrics	11
2.	* {	Clinical Pathology	2
		Anatomical Pathology	3
3.		General Radiology	6
4.	* {	Psychiatry	4
		Forensic Medicine	6
5.	* {	Oto - Rhino - Laryngology	6
		Ophthalmology	5
6.		Anaesthesiology	10
7.		Orthopaedic Surgery	7
8.		Surgery	20
9.		Obstetrics and Gynaecology	14
10.		Internal Medicine	22

* The subjects were grouped together in the study because the number of learners was very small.

APPENDIX C
Needs Assessment Survey Questionnaire

Directions : Please answer the following questions to help us assemble a functional course in English.

Where options are provided, tick (√) the option which matches your answer. Otherwise, supply the information called for.

1. Sex : .... Male   .... Age

    .... Female

2. Year Level : .... First   .... Second   .... Third   .... Fourth

3. Number of years studying English : ....

4. Language spoken at home : .... Thai

    .... Chinese

    .... English

    .... Other (Specify) ....

5. Have you travelled outside of Thailand?   .... Yes   .... No.

    5.1   If yes, what country/countries?   ....

    5.2   For how long? ....

6. Have you had additional training/courses in English besides that which you got from secondary school and university?

    .... Yes   .... No.

    6.1   If yes, where?

    .... locally   .... abroad

7. For your future career, where do you plan to work?

    .... Government Hospitals   .... Private Hospitals

Part I Present Use of English

8. How useful is English in your life?

    .... Extremely useful

    .... Moderately useful

    .... Slightly useful

    .... Not at all

9. How important to you are these skills in English?

    Rank them by writing 5 for the most useful, 4 for the next most useful, ... 1 for the least useful.

    .... Listening

    .... Speaking

    .... Writing

    .... Reading

    .... Translation

10. How often do you use English in the following places? Indicate your answer by ticking (√) the appropriate column.

Place	Very Often	Often	Sometimes	Never
At home				
At university				
At work (hospital)				
In shops				
In other places (Specify)				

Answer the following questions by *circling* one of the 4 numbers using this code.

Very important	4
Moderately important	3
Somewhat important	2
Not at all	1

11. How important is English *at home* for the following activities?

   11.1 Listening to

Songs	4	3	2	1
News	4	3	2	1
Commercials/advertisements	4	3	2	1
Others (specify)	4	3	2	1

   11.2 Speaking

On the phone	4	3	2	1
With foreign guests	4	3	2	1
With the family	4	3	2	1

   11.3 Reading

Newspaper	4	3	2	1
Cartoons	4	3	2	1
Short stories	4	3	2	1
Advertisements	4	3	2	1
Letters	4	3	2	1
Others (Specify)	4	3	2	1

   11.4 Writing

Personal notes	4	3	2	1
Letters	4	3	2	1
Others (Specify)	4	3	2	1

11.5 Translating

Songs	4	3	2	1
Magazine articles	4	3	2	1
Short stories	4	3	2	1
Poems	4	3	2	1
News items	4	3	2	1
Conversations	4	3	2	1
Others (Specify)	4	3	2	1

12. How important is knowledge of English?

At social gatherings	4	3	2	1
For trips abroad	4	3	2	1
For interactions with native speakers of English	4	3	2	1

13. Please rate your perception of (A) extent of *actual use* of English and (B) *need* for English for the following activities. Answer by circling one of the four numbers for A and for B.

	A. Actual Use				B. Need for it			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
	Used little or not at all			used very much	not necessary		very necessary	
13.1 *Listening*								
- To lectures	1	2	3	4	1	2	3	4
- In seminars	1	2	3	4	1	2	3	4
- In tutorials	1	2	3	4	1	2	3	4
- Occasional Talks	1	2	3	4	1	2	3	4
13.2 *Speaking*								
- Reporting	1	2	3	4	1	2	3	4
- Discussing	1	2	3	4	1	2	3	4
- Answering questions	1	2	3	4	1	2	3	4
- Asking questions	1	2	3	4	1	2	3	4
- Presenting papers	1	2	3	4	1	2	3	4
13.3 *Reading*								
- Textbooks	1	2	3	4	1	2	3	4
- Professional journals	1	2	3	4	1	2	3	4
- Medical reports	1	2	3	4	1	2	3	4
- Other related materials	1	2	3	4	1	2	3	4

	A. Actual Use				B. Need for it			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
	Used little or not at all			used very much	not necessary		very necessary	
13.4 Writing								
- Taking lecture notes	1	2	3	4	1	2	3	4
- Writing medical reports	1	2	3	4	1	2	3	4
- Writing term papers	1	2	3	4	1	2	3	4
- Answering exams	1	2	3	4	1	2	3	4
13.5 Translating								
- Sections of texts	1	2	3	4	1	2	3	4
- Professional journals	1	2	3	4	1	2	3	4
- Lecture notes	1	2	3	4	1	2	3	4
- Medical reports	1	2	3	4	1	2	3	4
- Letters	1	2	3	4	1	2	3	4

14. What extent do you think English is needed in the job you expect to be doing in the future, for each of these activities? For each item, *circle* one of the numbers in the numerical scale.

		not at all needed			need most
14.1	Listening to reports	1	2	3	4
14.2	Understanding oral instructions	1	2	3	4
14.3	Speaking at meetings	1	2	3	4
14.4	Talking with foreign patients	1	2	3	4
14.5	Talking with foreign staff	1	2	3	4
14.6	Reading medical reports	1	2	3	4
14.7	Reading minutes of meetings				
14.8	Reading memos/letters	1	2	3	4
14.9	Reading newspapers/magazines	1	2	3	4
14.10	Writing medical reports	1	2	3	4
14.11	Writing minutes	1	2	3	4
14.12	Writing letters/memos	1	2	3	4
14.13	Translating written materials	1	2	3	4

APPENDIX D
Evaluation Form

Please put a cross (x) on the number to indicate your evaluation of the teacher's performance and the content of the course.

Please note that 5 indicates strongest approval/positive responses while 1 indicates strongest disapproval/negative responses.

Part I
The Teacher's Performance

	5	4	3	2	1
1. T. had good preparation for class.	5	4	3	2	1
2. T. had clear steps and procedures when teaching.	5	4	3	2	1
3. T. gave the learners enough opportunity to ask questions.	5	4	3	2	1
4. T. answered the learners' questions clearly and straight to the point.	5	4	3	2	1
5. T. had regular follow-up studies and provided regular feedback.	5	4	3	2	1
6. T. gave consultation to the learners with friendly and understanding attitude.	5	4	3	2	1
7. T. had a technique to encourage the learners to make decisions and express themselves.	5	4	3	2	1
8. T. had an appropriate choice of words and tone when teaching.	5	4	3	2	1
9. T. was punctual.	5	4	3	2	1
10. T. helped correct the learners' mistakes.	5	4	3	2	1

Part 2
Course Content

Listening

Is the material ....?

	5	4	3	2	1
1. suited to the learners' level	5	4	3	2	1
2. interesting	5	4	3	2	1
3. educational (i.e. giving new knowledge)	5	4	3	2	1
4. appropriate in length	5	4	3	2	1
5. sufficient in providing listening practice (i.e. the number of exercises)	5	4	3	2	1
6. suitably varied	5	4	3	2	1
7. challenging	5	4	3	2	1
8. practical for use in everyday life	5	4	3	2	1

Speaking

Is the material ....?

	5	4	3	2	1
9. suited to the learners' level	5	4	3	2	1
10. interesting	5	4	3	2	1
11. educational (i.e. giving new knowledge)	5	4	3	2	1
12. appropriate in length	5	4	3	2	1
13. sufficient in providing speaking practice	5	4	3	2	1
14. suitably varied	5	4	3	2	1
15. challenging	5	4	3	2	1
16. practical for use in everyday life					
17. successful in enabling you to speak English in a wide variety of different situations	5	4	3	2	1
18. informative in terms of cross-cultural aspects	5	4	3	2	1

Reading

Is the material ....?

	5	4	3	2	1
19. suited to the learners' level	5	4	3	2	1
20. interesting	5	4	3	2	1
21. educational (i.e. giving new knowledge)	5	4	3	2	1
22. appropriate in length	5	4	3	2	1
23. sufficient in providing reading practice	5	4	3	2	1
24. suitably varied	5	4	3	2	1
25. challenging	5	4	3	2	1
26. practical for use in everyday life	5	4	3	2	1
27. successful in increasing your vocabulary	5	4	3	2	1
28. useful in developing your reading strategies	5	4	3	2	1

Writing

Is the material ....?

	5	4	3	2	1
29. suited to the learners' level	5	4	3	2	1
30. interesting	5	4	3	2	1
31. educational (i.e. giving new knowledge)	5	4	3	2	1
32. appropriate in length	5	4	3	2	1
33. sufficient in providing writing practice	5	4	3	2	1
34. Suitably varied	5	4	3	2	1
35. challenging	5	4	3	2	1
36. practical for use in everyday life	5	4	3	2	1
37. adequate in providing grammar review	5	4	3	2	1
38. adequate in providing practice for sentence writing	5	4	3	2	1
39. adequate in providing practice for paragraph writing	5	4	3	2	1

Thank you for your cooperation

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